

Kindergarten Transition Workbook:



**A resource for parents and
professionals of deaf and
hard of hearing children**

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Paving the Way to Kindergarten



You and your child are preparing for Kindergarten!

Congratulations! This is a very exciting and important time for your family.

Kindergarten is a year full of fun and adventure however; around this time parents are often faced with making tough decisions for their child who is deaf or hard of hearing. As children transition from preschool aged programs into Kindergarten, some parents may find it scary and stressful as well as exciting and new!

Similarly, this can also be a worrisome time for children as they leave their familiar preschool/daycare setting, where they were the oldest children in the group (the leaders) and they enter into an unfamiliar setting where they become the youngest children in an even larger group...the school community.

This handbook is filled with information and ideas that are designed to support you as you begin this journey with your child and early intervention specialists. Your child's formal educational career is about to *start* which means your job as their first and most important teacher and advocate is more important than ever!



Enjoy yourself, and enjoy your child during this special time. Don't be afraid to ask as many people as many questions as you can think of!

Sincerely,


The Staff at BC Family Hearing Resource Society

Parent Checklist




Getting ready for the Kindergarten year

Month	What I need to do
<p>September to December</p> 	<ul style="list-style-type: none"> □ Start talking with your early interventionists about Kindergarten transition & the PEER Group at BCFHRC. □ Think about what your child will need in terms of supports to help them be successful at school. □ Read sample letters to school personnel from parents with DHH children. Consider writing your own letter containing important information about your child to help their up and coming team members get to know and support them better.
<p>January/February</p> 	<ul style="list-style-type: none"> □ Register your child in their neighborhood school (the one in your catchment area) □ Introduce yourself (and your child) to the school's principal □ Write a letter with your early interventionist outlining specific supports and adaptations your child needs in order to succeed in an educational setting. □ If you live in an outreach area – and are considering a provincial resource program for your child, contact the Provincial Outreach administrator. http://www.deafoutreachbc.ca/about/staff.htm □ Introduce yourself and bring them on board with your team. □ Inform your audiologist that your child will be transitioning this year and will need FM/ATE equipment □ Write down questions you have about the transition process. Familiarize yourself with the Kindergarten Transition FAQ's. □ Ask your early interventionist about the PEER group at BCFHRC for families in Kindergarten transition

Getting ready for the Kindergarten year

Month	What I need to do
<p data-bbox="164 401 456 436">February/March</p> 	<ul style="list-style-type: none"> <li data-bbox="623 531 1523 716">□ Know your options. Discuss various school placements with your early interventionist (i.e.) mainstream classrooms, self supported classrooms, itinerant teacher support, district resource programs, provincial resource programs) <li data-bbox="623 762 1495 869">□ Complete referral forms (if your district requires it) and have your early interventionist (EI) send them to the Special Education Department in your area. <li data-bbox="623 915 1528 1022">□ Ask your EI to find out who the itinerant/HR Teacher and SLP will be at your school, so that you can meet them and they know your child is entering the school district. <li data-bbox="623 1068 1390 1144">□ Start making a list of the people on your child's Kindergarten team (link to template) <li data-bbox="623 1190 1520 1339">□ Inquire about visiting & observing the different educational options or your child. Use the Teacher & Environment checklist to help make the decision about where you'd like your child to go. <li data-bbox="623 1386 1495 1650">□ Invite everyone on your child's team (that you feel should attend) to your child's transition planning meeting. The meetings typically involve parents, BCFHRC staff, preschool representatives, Special Education Teacher/Coordinator or Itinerant/HRT, Kindergarten Teacher, Principal, Supported Childcare etc

Getting ready for the Kindergarten year

Month	What I need to do
<p style="text-align: center;">April/May</p> 	<ul style="list-style-type: none"> □ Ask your EI to help you arrange for the Itinerant-Hearing Resource Teachers & Integration Teachers for your neighborhood school to observe your child in their current early childhood setting □ Ask your EI about setting a date for a transition planning meeting □ Attend PEER Group at BCFHRC with your child □ Talk with your early interventionist about what the role of an SEA (special education assistant), ASL interpreter, oral language facilitator/interpreter is
<p style="text-align: center;">May/June</p> 	<ul style="list-style-type: none"> □ Transition planning meetings occur □ Outreach families can request a telephone conference from staff @ BCFHRC if a community visit cannot be arranged □ Ask BCFHRC staff for a copy of your child's final report if you do not already have a copy
<p style="text-align: center;">September of your child's entry to Kindergarten</p> 	<p style="text-align: center;">Welcome to the wonderful world of Kindergarten!</p> <ul style="list-style-type: none"> □ Ask BCFHRC early interventionist to attend IEP meeting for support. □ Call BCFHRC early interventionist with any questions, concerns, clarifications etc throughout the month. □ Check in with BCFHRC early interventionist near the end of the month and arrange a time to set up an exit interview.

Educational Options in BC

❖ Provincial Resource Programs

- BC School for the Deaf
 - South Slope Elementary Program (Burnaby)
 - Burnaby South Secondary Program (Burnaby)
- BC Provincial Oral (South Secondary) Program (Burnaby)
- Mountain Secondary School (Langley)
- BC Provincial Outreach Program

❖ Community Schools

- Local school in your catchment area
- Schools with special programs for DHH students
- (Differs by locale)

❖ District Resource Programs (Lower Mainland)

- Bear Creek Elementary School (Surrey)
- Heath Elementary School (Delta)

❖ Independent Schools

- Private school of your choice
- Children's Hearing & Speech Centre of BC (CHSCBC, Vancouver)
- CHSCBC itinerant TDHH outreach services
- Home School

Integration vs. Inclusion

INTEGRATION:

The Issue is = **PLACEMENT**

- Placing children with disabilities in regular classrooms with typically developing same aged peers.
- Placement alone does not ensure or improve student learning – necessary accommodations must be made on an individual basis for success to occur for a child.

MAINSTREAM:

The issue is = **PLACEMENT**

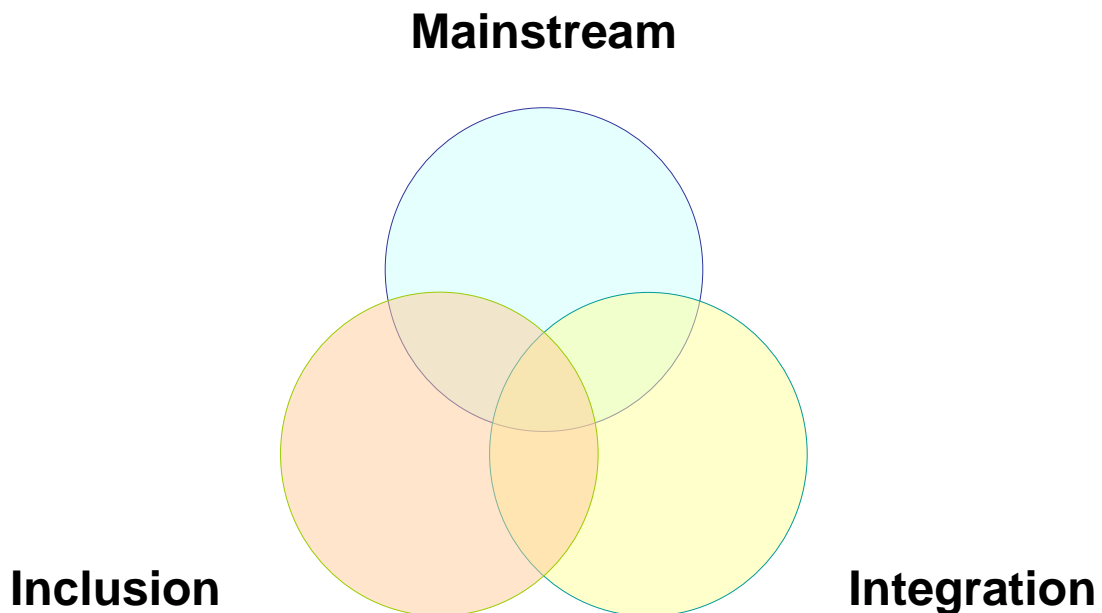
- The total integration of a child with special needs into a classroom with children who do not have special needs.
- Purpose is to give children with special needs the opportunity to learn and succeed in a regular classroom setting.
- The term “Mainstreaming” has been replaced by the term “Integration” (see above)

INCLUSION:

The Issue is = “**ACCESS**” to information

- Ensuring students with disabilities go to school with their same aged typically developing peers while providing the individual instruction and support they need to succeed as learners, to achieve high standards, and act as meaningful members of the classroom society.

**Terminology regarding school placements
can be used differently by different people...
Ask for clarification if you are unsure.**



Inclusion

Physical

vs.

“Real”

Child is allowed to be physically present in a child care setting regardless of the degree of hearing loss and their ability to access information in their environment.

Child has same access to ALL the information and to ALL the learning and social opportunities that hearing children have.

Frequently Asked Questions

For parents to ask mainstream teachers, itinerant TDHH's, school principals, district special education coordinators etc

1. My child has a hearing loss/cochlear implant, what kinds of services are available to me?
2. Is full day Kindergarten available for my child?
3. How do I know if my child requires access to learning assistance or a teacher's aide in the classroom? Will they get it?
4. How often will my child be seen by an itinerant TDHH/SLP?
5. What is the difference between a TDHH and an SLP? What are their responsibilities?
6. Will my child have access to both an SLP and a TDHH?
7. Who will assess my child and ensure their speech, language and listening goals are appropriate and their development is on track?
8. Will my child have access to different kinds of FM systems?
9. My child requires an FM system or a sound field system. Will the technology be in place and ready to use on the first day of school? How do I go about getting an FM system in place?
10. Who will provide information to the classroom teachers about my child's hearing loss and unique needs?
11. Who will provide information to the school staff about hearing aids, CIs, FM systems, etc?
12. Who will be responsible for monitoring the FM system and hearing aids and cochlear implant to make sure they are always working properly?
13. Who will help my child learn to become independent with his equipment?
14. Who wears the FM in the classroom?
15. Who will be the specialist consulting to my child's teachers regarding their cochlear implant i.e.) therapy, listening goals, and tracking progress?
16. Will someone provide information to my child's classmates about my child's hearing loss and their assistive listening devices (ALD's)? Will I be advised of this plan?
17. How many children will be in the class?
18. How many teachers will be in the class?
19. How many children with special needs will be in the class?
20. Where should my child sit?

21. What are the acoustics like in the classroom?
22. Is the school willing to make acoustic accommodations in their classrooms and common areas? What might those be?
23. Will my child have an opportunity to integrate into other classrooms?
24. Who will provide information about my child if my child needs support and assistance from a teacher's aide or educational interpreter?
25. What is the difference between an ASL interpreter and an educational interpreter or an oral language facilitator?
26. Will my child and I have an opportunity to visit the school and observe the class for a morning or afternoon prior to September?
27. What is a staggered entry and why do you do it?
28. Will there be a staggered entry into Kindergarten?
29. Come September, will I be allowed to volunteer/observe my child in the classroom?
30. Will there be a transition placement meeting before September where the other team members and I can discuss my child's individual educational plan (IEP)? i.e.) discuss my child's strengths, challenges and need for support services in school.
31. How often will my child's IEP be updated & reviewed? I will be invited to attend, correct?
32. Who is the person primarily responsible for my child's learning and follow through with working on their goals in the classroom?
33. Will there be a communication book set up for my child?
34. Who will be my child's primary case manager?
35. Who is on my child's school team?
36. Is it necessary for parents to be involved in all team meetings?
(NOTE: Parents may not be involved in ALL meetings regarding their child that occur at the school level however, parents should be involved in their child's IEP meetings)
37. Can I bring someone along to attend team meetings with me for support?

Who is who and what does that mean?

GLOSSARY

Audiologist: certified specialist in the study of hearing disorders: identifies and measures hearing loss, aids in habilitation by recommending appropriate hearing amplification, sees child on a regular basis to monitor hearing.

AVT: Auditory Verbal Therapy: Auditory Verbal Therapy (AV -) and/or Auditory Verbal Education (AV-Ed.) is one method of helping children who have hearing loss develop their listening skills, which can lead to better spoken language. It is perhaps best explained by its 10 guiding principles which can be found on the AG Bell Academy website at www.agbellacademy.com . A main focus of A-V Therapy is to use the child's residual hearing and optimize access to sound with hearing aid or cochlear implant technology. Another main focus is to work with parents to become keen observers of their child's progress and on using natural and everyday situations where listening can be highlighted for enriched learning opportunities. A goal of AV Therapy is to integrate listening into the personality of the child and to help them enter the mainstream education system. Children who have followed the A-V approach may continue to need support through Teachers of the Deaf and Hard of Hearing and/or Speech and Language Pathologists through their school board however; the approach should continue to be focused on *learning to listen and listening to learn* until such time that an alternate methodology is decided upon collaboratively by the family and professionals.

BC Family Hearing Resource Centre (BCFHRC): The largest program in BC providing specialized services to children who have hearing loss and their families throughout the province. We serve children aged newborn through to kindergarten entry. BCFHRC offers group programs for children and parents, individual family services, sign language instruction, professional and parent training programs, and more.

CDBA: Canadian Deaf Blind Association: a national organization committed to serving all individuals who are deaf blind, to foster the best quality of life. (From CDBA website)

Classroom Teacher: the teacher is responsible for the education of all the students in the class, although s/he receives support from other professionals.

Cochlear Implant Audiologist: offers pre-surgical assessment to determine candidacy, post surgery programming sessions and ongoing support to the rehabilitation specialists working with the child.

Cued Speech Transliterator: conveys everything spoken aloud in the classroom, and relevant environmental sounds (door slamming) through the use of cues.

Deafblind Consultant: The consultants are educational specialists in the field of deaf-blindness. Their experience and training has qualified them to provide support to other professionals and parents working with deaf-blind students.

(http://www.bced.gov.bc.ca/specialed/ppandg/planning_7.htm)

Deaf Blind Intervener: is especially trained to implement an individualized service plan by providing individual interaction with the deaf-blind person in his/her community with regard to social and recreational activities. (<http://www.deafblind.com/canada.html>)

District Special Education Coordinator: The Special Education Director oversees education of special needs students and is the person who acts as supervisor of the Hearing Resource Teachers. This position has different names – Director of Student Support Services, Director of Instruction – Special Education, Special Education Administrator.

DRP: District Resource Programs: some school districts have special programs designed for students who are deaf or hard of hearing. These programs typically have entry criteria that must be met before being accepted into the program.

Early Interventionist: Individuals who are specialized in providing therapy and resources to families of very young infants and children who have hearing loss including: Speech and Language Pathologists (SLP), Teacher's of the Deaf and Hard of Hearing (TDHH), Auditory Verbal Therapists (AVT)

Educational Audiologist: a specialized audiologist who works with school aged students aged 3-21 years. Educational audiology includes knowledge of how children develop, grow and change. It recognizes the critical role audition plays in a child's communicative abilities, academic successes and psycho-social well being. Educational audiologists may be involved in setting IEP goals and consulting in classroom/school settings.

(<http://www.healthyhearing.com/questions/31176-role-educational-audiologist?print=true>)

Educational Interpreter: facilitates communication between deaf and hard of hearing students and their teachers, peers, and other service providers, typically in an inclusive setting. Their primary role in the classroom is to interpret/facilitate communication. Educational Interpreter must effectively communicate classroom information between the teacher, the deaf student and other hearing students according to the language level of the student and the goals the Individualized Education Plan (IEP) using the appropriate modality. (<http://www.classroominterpreting.org/Interpreters/role/index.asp>).

(<http://www.classroominterpreting.org/Parents/Role.asp>)

(<http://www.classroominterpreting.org/Parents/Considerations.asp> (from WAVLI))

Title	Modality
Sign Language interpreter	ASL, Signed Exact English, Sign Supported English
Language Communication Facilitator	Communication, may include sign and/or spoken language
Transliterator	Cued Speech
Oral Language Interpreter	Speech reading

ENT: Otolaryngologist: a physician who specializes in diseases of the ear, nose and throat. Children who are given hearing aids must be seen by an ENT and the ENT should check these children periodically.

HRT: Hearing Resource Teacher: this is what the teacher's of the deaf and hard of hearing are often called in the school districts. They may also be referred to as **itinerant** teachers of the deaf and hard of hearing which means they travel from school to school providing services to the students who need them.

IDP: Infant Development Program: Infant Development Programs in Canada provide a range of family-centered prevention and early intervention services and supports for families and infants who are at risk for developmental delay. (From IDP website)

Integration Support Specialist: provides information and strategies to the school team to maximize participation by students with multiple disabilities.
http://www.bced.gov.bc.ca/specialed/ppandg/planning_6.htm

Itinerant Teacher of the Deaf and Hard of Hearing: see definition of "Hearing Resource Teacher" above.

Language Facilitator: provides communication support and language enhancement/enrichment to facilitate communication among children with a hearing loss and their peers, teachers and other school personnel.

PEER Group Program: A service offered to BCFHRC families. PEER is a group program designed for families who have preschool aged deaf and hard of hearing children that will be transitioning into Kindergarten. There are both parent and child educational components. The classroom component for children provides them with the opportunity to learn more about their hearing loss and how to advocate for themselves in challenging listening situations. The parent portion prepares them to navigate the school system as active and informed advocates.

PERCD: Provincial Educational Review Committee for the Deaf: a Ministry of Education multi disciplinary team that determines the eligibility for students to attend PRP's. An application from the home school district must be submitted on behalf of the student. If a student is deemed eligible, then the school district where the child lives arranges transportation with the Ministry to the nearest PRP.

Principal: The principal is responsible for the day to day functioning of the school. S/he supervises the teachers and support staff in the school.

Provincial Outreach Coordinator: the person to contact if you would like more information regarding PRPs, PERCD, and eligibility criteria. This is also the person a request for a referral for PRP services would be sent to. A referral package would be sent to the district HRT after it has been reviewed.

Provincial Outreach Program: is available to provide consultative and support services to school districts for DHH students. Further information may be obtained from the Provincial Outreach Consultant at the Provincial School for the Deaf in Burnaby. (604) 664-8560 voice, (604) 664-8563 TTY

PRP: Provincial Resource Programs: When school districts cannot provide appropriate programs, they can refer a student to the Provincial Educational Review Committee for Deaf Students (PERCD), a Ministry appointed committee, responsible for reviewing applications to determine if students meet the eligibility criteria for the Provincial Resource Programs (PRP). The eligibility criteria (established at the Ministry level, not by the committee) include degree of hearing loss, communication method used, and special learning needs as a result of hearing loss.

SCD: Supported Child Development Consultant: help determine the family and child's needs and match these with the resources available in their community; so that children who require extra support can be included in regular child care settings. The program serves children from birth to age 12, with services for youth 13 - 19 years available in some communities. (From http://www.mcf.gov.bc.ca/early_childhood/scd.htm)

SEA: Special Education Assistant: a teacher assistant who works under the direction of classroom teachers or resource teachers and gives special attention to students with physical, learning or emotional needs. (From <http://www.capilanou.ca/programs/special-ed/Home.html>)

Sign Language interpreter: Persons who are fluent in American Sign Language (ASL) and English and are trained to facilitate communication between deaf and hard of hearing individuals and others. Additionally, they interpret manual communication into voiced English.

SLP: Speech and Language Pathologist: The SLP specializes in the diagnosis and habilitation of speech and language problems. They often meet with students on a regular basis to work on the finer points of speech and language. He/she will explain to parents how they can help their child with their speech and language development. Typically the Speech-Language Pathologist provides services to hearing children, but may also provide services to Deaf and Hard of Hearing children, especially if there is no TDHH in the area.

TDHH: Teacher of the Deaf and Hard of Hearing: The certified TDHH is specifically trained to work with children who are deaf and hard of hearing. They provide support to the classroom

teacher and educational interpreter/SEA and usually work with the student on an individual basis once or twice a week. The TDHH together with the classroom teacher develops the student's IEP and monitors their growth, making adjustments and setting new goals as necessary. The TDHH provides guidance regarding amplification, socialization, self advocacy, speech/communication support, and language development. The educational interpreter/SEA, classroom teachers and TDHH work as a team to implement the child's program. Itinerant TDHH's travel from school to school and work with a variety of students from Kindergarten to grade 12. Additionally, there are TDHH's who are specialized in early intervention that work with families who have very young children with hearing loss between the ages of birth to five years. www.deafoutreach.bc.ca

Vision Consultant: A specialist providing families of children who are visually impaired, with intervention and resources to support development in visual skills

<http://www.bcchildrens.ca/Services/SunnyHillHealthCtr/TeamsServices/default.htm>

WAVLI: West coast Association of Visual Language Interpreters

<http://www.wavli.com/>

References:

BEGINNINGS for Parents of Children who are Deaf or Hard of Hearing, Inc.

BC Ministry of Education

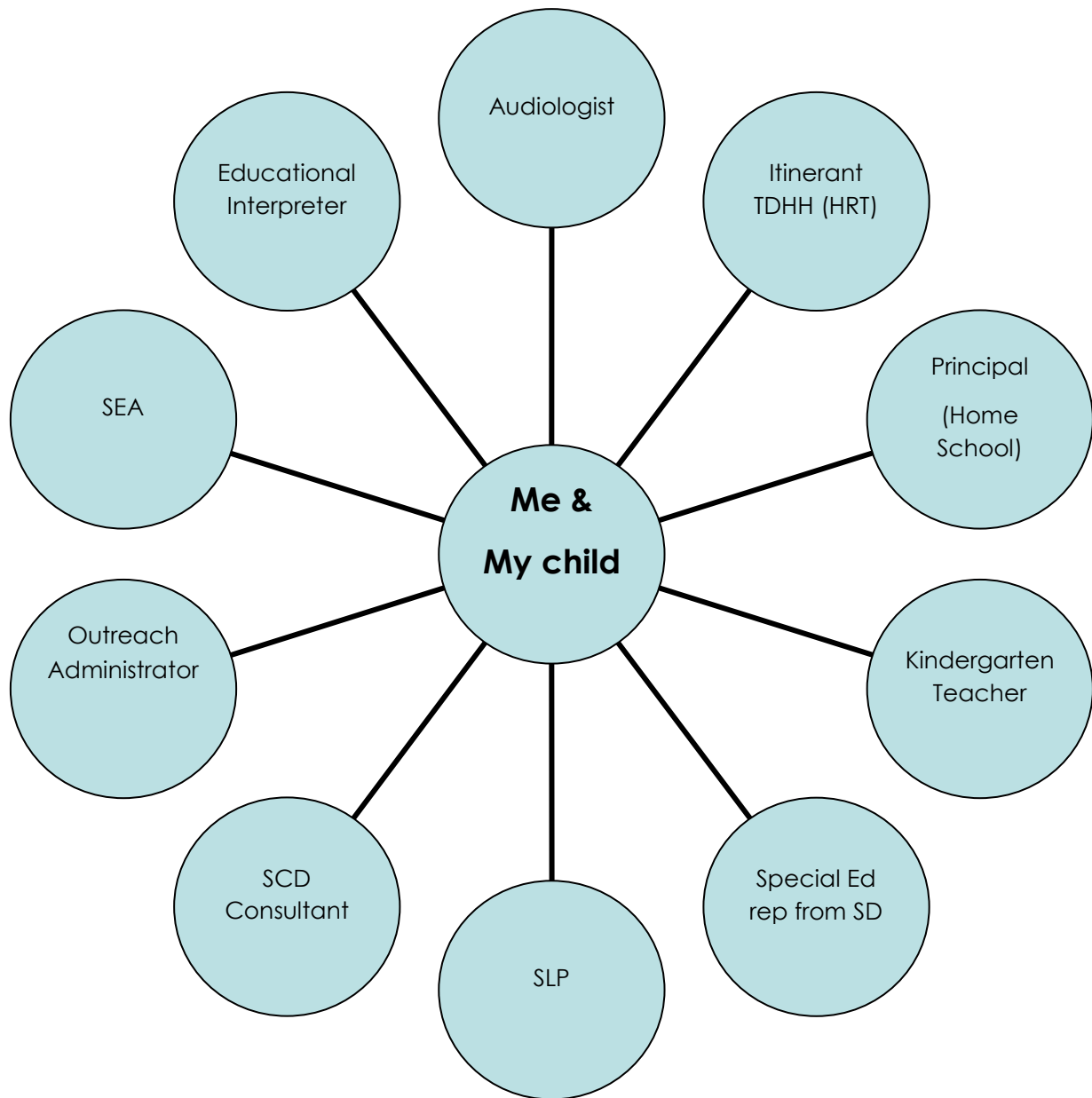
My Turn to Learn, BCFHRC

West coast Association for Visual Language Interpreters (WAVLI)

BC Provincial Outreach Program

CDBA

People on my Kindergarten Team



OTHERS:

- Early Intervention Team
- Educational Psychologist
- Deafblind Consultant/Vision Consultant/Behavioral Consultant
- Learning Resource Teacher
- OT/PT
- etc

Who to contact if you have concerns when your child is in Kindergarten?

1. If your concerns are specifically related to hearing loss (amplification, speech, language or educational goals, etc) contact the Hearing Resource Teacher and your classroom teacher
2. If the issue cannot be resolved with the teachers, contact the principal next.
3. If there is no resolution at the school level, contact the Special Education Coordinator (sometimes called the District Principal or Assistant Superintendent)
4. The next person to contact is the Superintendent of the school district
5. If you are still not satisfied, you could make an appeal to the Board of School Trustees (an elected body) or ask to make a presentation at a Board Meeting)
6. "Section 11 (2) of the School Act gives parents and students the right to appeal to their board of trustees, within a reasonable time, any decision of an employee of the board which significantly affects the education, health or safety of a student". (from Special Education Services: A Manual of Policies, Procedures and Guidelines.)
 - * *Most concerns can be resolved through ongoing communication so it is important to establish a relationship with the teachers who have the most contact with your child – the classroom and hearing resource teachers. It is better to approach concerns with a positive attitude that encourages co-operation rather than one which creates adversaries: "How can we resolve this problem?" works better than "You are doing this wrong". In essence, all the people who work with your child, parents included, should work together as a team. This is the most effective way to support your child's learning!*
7. Remember to make and keep copies of all communications.

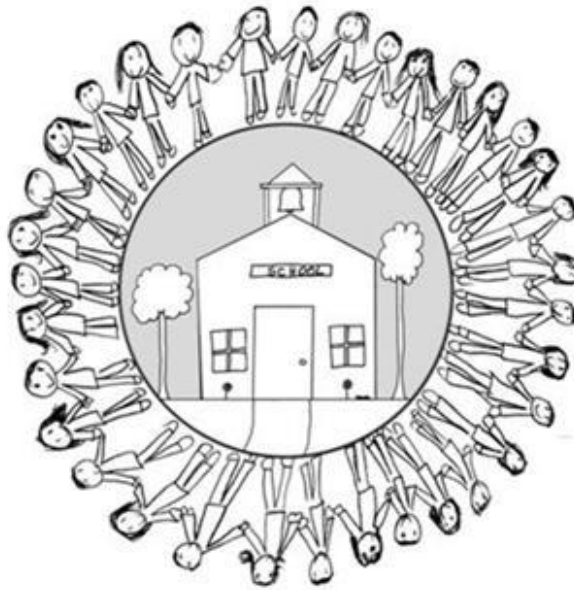
Individualized Education Program (IEP)

Individual Education Planning

Provides families and teams an opportunity to meet and discuss the strengths of a child and the kinds of strategies can be used to support that child reach their maximum potential in the classroom.

Parents are an integral member of the team and contribute invaluable information to this process; therefore, they should be included in the meetings and given the opportunity to share their thoughts, concerns and ideas.

The following guide was adapted from
<http://www.bced.gov.bc.ca/specialed/iepssn/plantips.htm>



WHAT IS AN IEP?

The IEP is:

- a concise and usable document which summarizes the plan for the student's education program
- a tool to assist teachers in monitoring and communicating student growth
- a plan developed, implemented, and monitored by school staff in consultation with others involved with the student
- a flexible, working document with meaning for all contributors
- an ongoing record to ensure continuity in programming.

The IEP is not:

- "written in stone"
- a daily plan, or a description of everything that will be taught to one student
- a means to monitor the effectiveness of teachers
- a report card (however, the report card should comment on progress towards IEP goals)

WHY DO WE NEED AN IEP?

An IEP is needed when the student's program is either adapted or modified.

An **adapted program** retains the learning outcomes of the curriculum, but adaptations are provided so the student can participate in the program. Examples of adaptations include:

- alternate formats (e.g., *Braille, books on tape*)
- instructional strategies (e.g., *use of interpreters, visual cues and aids*)
- assessment procedures (e.g., *oral exams, additional time*)

Students on adapted programs are assessed using the standards for the course/program and can receive full credit for their work.

A **modified program** has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. As well as regular courses, a student's program may include some courses that are modified and others that are adapted.

The IEP is needed to document:

- what modifications or adaptations have been made to the provincial curriculum
- what the student is expected to learn
- what strategies and resources are used

Those areas in which the student is following the provincial curriculum, without any adaptations or modifications, do not need to be included in the IEP.

IEP MEETING OUTLINE

1. Provide Introduction:

- introduce people in attendance
- state purpose and time frame for the meeting, indicate that minutes will be taken and present options for post-meeting follow-up
- encourage openness in information sharing, comments and questions

2. Review:

- student's medical, social and school history as appropriate
- previous goals and services provided
- involvement from other agencies

3. Discuss:

- the student's present level of performance
- any new assessment data, reports and observations
- the student's strengths, interests, talents
- the student's areas of need
- the parents' goals for their child
- the student's goals for self
- educators' goals for student
- any concerns

4. Establish:

- prime areas for focus
- goals objectives and strategies
- any special services required
- areas of responsibility
- review date

5. Plan meeting follow-up:

- keep a record of planning meetings held and follow-up activities
- review key decisions of planning meetings
- formalize the IEP plans and share the information with team members

6. Summarize the meeting and end on a positive note

Information about my child:



My child's name is:

My child's hearing loss is:

My child uses this listening equipment:

My child's trouble shooting equipment is:

My child expresses himself by:

My child shows he/she understands by:

My child learns best by:

My child's strengths are:

My child's challenges are:

Specialized services that my child requires:

Letters from Parents to Teachers

The following is a sample letter from a parent to the school personnel working with their hard of hearing child.

You may wish to take something like this introduction letter along with you to prospective school placement meetings to help the principal and teachers get to know your child and their needs. Some parents choose to include a picture of their child to make their bio more personal. Teachers have found it helpful to have a letter such as this on hand for their own reference and to leave for substitute teachers when they are away. We hope you find this a good example of one way to advocate for your child.





Expectations and Education Requirements for Samantha

1. **Samantha has a permanent, moderate-severe, sensorineural hearing loss in both ears**. She wears 2 hearing aids. With the hearing aids she hears well in very quiet surroundings. In a group setting where there is background noise (i.e. people talking, chairs scraping across the floor, motor noise from fans, noise from outside-open window, radio, etc.) Sam has difficulty understanding speech. To help Sam understand language in the classroom it is important to ensure the following:



- Sam should be seated close to and facing the teacher. She needs to see your face when you talk because she relies on speech-reading and lip-reading to understand some speech sounds. This is especially true in a noisy environment.
- During group activities in the classroom please ensure that people take turns speaking so that Sam gets the benefit of hearing and understanding what the other children in the class are sharing.
- Sam needs to use an FM system in the classroom. It is very important for Sam's teacher, or anyone leading a group activity when Sam is involved, be aware of how to properly use the FM system and be able to trouble shoot any problems that may arise with the system (i.e. dead batteries, broken cord, etc.)
- Sam needs to wear her hearing aids to hear and understand speech. Without her hearing aids she cannot understand speech. She is very good at keeping them on and fixing them if they should happen to come off her ear.
- Sam needs to learn to advocate for herself regarding her listening and equipment needs. Please encourage her to let you know if her equipment is not working, if she has difficulty hearing the speaker, or if she does not understand something.

Please do not assume that Sam is ignoring you or is slow understanding if she is having trouble following along in class. The reason that she may be having trouble following along is that she is not hearing you for some reason. Sometimes the hearing aid batteries suddenly go dead. If she seems to be having trouble following along in class or following instructions please ask her if she is hearing you. Also check to see if her hearing aids are working properly. We will provide the teacher with a spare set of hearing batteries for Sam.

2. Here are some suggestions we find helpful with Sam:

- Get down to my child's level
- Look her in the eye
- Speak slowly
- Keep your instructions simple and clear
- Use videos with captioning
- Allow down time, listening is hard work and she fatigues easily

Samantha is a very loving, bright, gentle child who is always willing to try new things and is eager to learn. She seems to be very happy in Preschool, telling me about all the things she is trying or has done in class! Due to the severity and nature of her hearing loss, Sam's speech needs to be monitored. **She will need support from a certified teacher of the deaf and hard of hearing and a speech and language pathologist.**

If you have any questions at all, please call (Mom or Dad) @ 604-555-5555 or Insert name and credentials of your BCFHRC therapist here (Certified Teacher of the Deaf & Hard of Hearing or Speech and Language Pathologist at the BC Family Hearing Resource Society) 604-584-2827.

Thank you so much for your time and cooperation,

Kindergarten Readiness Checklist

Social Skills

	Follows directions given by teacher
	Can sit in circle for up to 30 min.
	Stays with a structured activity for 10-12 min
	Is cooperative and willing to please those around him/her
	Participates in a variety of group activities
	Knows some games with rules - <i>tag or board games</i>
	Strong awareness of peer relationships (chooses own friends)

Self Advocacy Skills

	Pushes in ear mold, replaces hearing aid casing when it falls away from the ear, replaces magnetic coil piece of the cochlear implant device when it falls off, is becoming more independent with own hearing aid/CI device
	Identifies and informs an adult when batteries are dead or when device is not working properly
	Identifies and informs an adult of difficult listening situations such as a noisy classroom or gym
	Advocates for self by asking for repetition /clarification and changes in the environment (e.g. music off) if he/she does not understand what is being said.

Understanding Language

	Knows their first and last name, their age and address and phone #
	Understands/Expresses emotions: <i>happy, sad, angry, mad, sick, bored, tired, frustrated, upset, annoyed</i>
	Knows up to 6 colours
	Counts to 10 - off by heart
	Recognizes 5 of something
	Gives up to 5 of something
	Counts up to 5: <i>how many do I have?</i>
	Knows same & different
	Knows what doesn't belong
	Understands quantity concepts: <i>all, same, few, less, more, a bit, many, pair, empty, full</i>
	Reads by way of pictures
	Categorizes: <i>food - clothes - shapes - colours - transportation - animals</i>
	Sequences: <i>1st, 2nd, 3rd, beginning & end, next</i>
	Knows story order: <i>first, last, middle</i>
	Names some letters - often the ones in their own name
	Understanding of left & right on themselves emerging
	Understands comparatives: <i>heavy, heavier, heaviest, etc.</i>
	Knows what things are made of: <i>rubber, plastic, metal, wood, etc</i>
	Should be able to name parts of objects: <i>door of the car; handle of the cup</i>
	Understands spatial concept: <i>in, on, under, behind, beside, next to, up, down, forward, backward, in front of, top, bottom</i>
	Makes inferences: <i>someone hurt their knee -- can guess how many or why something happened</i>

Use of Language

	Tells their first and last name, their age and address and phone #
	Describes a procedure: <i>how to make a sandwich - 1st, 2nd, 3rd</i>
	Retells story in own words
	Vocabulary by definition - knows what you use things for: e.g. <i>something you eat with</i>
	Talks about remote events: <i>what do you do before you cross the street</i>
	Uses quantity concepts: <i>all, same, few, less, more, a bit, many, pair, empty, full</i>
	Uses opposites: <i>slow/fast, dark/light, wet/dry</i>
	Uses spatial concept: <i>in, on, under, behind, beside, next to, up, down, forward, backward, in front of, top, bottom</i>
	Uses time concepts: <i>yesterday, today, tomorrow</i>
	Asks & responds to questions: <i>when, how, where do you put it, what's it for, why</i>

Fine Motor

	Draws picture of themselves.. Usually with head, body, arms, legs, fingers and facial features
	Establishes hand dominance
	Establishes pencil grasp
	Copies with pencil a circle, cross, square and perhaps a triangle
	Cuts out simple shapes - follows lines with scissors
	Copies or writes first name
	Copies or writes numerals up to 5
	Builds a copy of a block pattern (6-10 blocks)

Gross Motor

	Rides a tricycle, possibly two wheeler with training wheels
	Stands on 1 foot (8 sec)
	Hops with both feet together (7 - 8 hops)
	Hops on 1 foot (3 - 4 hops)
	Gallops - 15 feet
	Skips - in forward motion alternating feet (15 feet)
	Has safety awareness in play
	Is street wise - looks both ways
	Throws & catches ball - overhand
	Bounces a ball
	Can catch a bouncing ball

THIS CHECK-LIST IS INTENDED AS A GUIDE ONLY. IT IS NOT NECESSARY FOR YOUR CHILD TO HAVE ACQUIRED ALL OF THESE SKILLS BEFORE MOVING ON TO KINDERGARTEN. IF YOU NOTE THAT THERE ARE SKILLS THAT ARE JUST *EMERGING OR YOUR CHILD IS NOT YET DOING..... SET THESE AS SKILLS TO FOCUS ON☺.

***EMERGING = SOMETIMES THEY DO IT AND SOMETIMES NOT**

COMPILED BY JUDY CHRASTINA (BCFHRC) AND LINDA SPENCER (SESLP) IN 2000, MODIFIED APRIL 2006 ; COMPILED FROM THE FOLLOWING RESOURCES:

1. IT TAKES TWO TO TALK: HANEN PARENT TRAINING PROGRAM; COMMUNICATION CHECKLIST
2. SPEECH AND LANGUAGE OF THE 4 AND 5 YEAR OLD, SPEECH-LANGUAGE HANDOUTS BY MARY BROOKS AND DEEDRA HARTING, PUBLISHED BY: PRO-ED
3. RESOURCES FOR EVERY DAY IN EVERY WAY: A TEACHER'S HANDBOOK OF PRESCHOOL ACTIVITIES BY CYNTHIA HOLLEY, PUBLISHED BY FARADAY BURDITT BOOKS
4. TYPICAL BEHAVIOR OF FIVE'S BY THEODOSIA SPEWOCK, PUBLISHED BY FRANK SCHAFFER PUBLICATIONS/TOTLINE PUBLICATIONS
5. KINDERGARTEN READINESS CHECKLIST FROM POLK COUNTY SCHOOL DISTRICT, FLORIDA, PREK EARLY INTERVENTION PROGRAM
6. SKY-HI LANGUAGE DEVELOPMENTAL SCALE, SKI-HI INSTITUTE, UTAH STATE UNIVERSITY, LOGAN, UTAH
7. PRESCHOOL LANGUAGE SCALE, ZIMMERMAN, STEINER & POND; THE PSYCHOLOGICAL CORPORATION

Top ten signs of a good kindergarten

-From NAEYC

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children -- getting kindergarteners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade "skills," or relying on standardized tests to assess children's success.

- 1) Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
- 2) Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, and table toys such as legos, pegboards, and puzzles. Children are not all doing the same things at the same time.
- 3) Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
- 4) The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
- 5) Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
- 6) Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.
- 7) Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
- 8) Teachers read books to children throughout the day, not just at group story time.
- 9) Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.
- 10) Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.

Additional Resources:

- Good teaching practices for older preschoolers and kindergarteners. 1990. Washington, DC: NAEYC #522. 50¢ each/100 for \$10. Spanish edition, Prácticas de enseñanza apropiados para niños mayores en preescolar y kinder, #523.
- Peck, J., G. McCaig & M.E. Sapp, Kindergarten policies: What is best for children? Washington, DC: NAEYC. #141/\$6.
<http://www.naeyc.org/ece/1996/12.asp>

Kids!



Here's to the kids who are different
The kids who don't always get "A's"
The kids who have ears
Twice the size of their peers
Or noses that go on for days.
Here's to the kids who are different,
The kids who are just out of step;
The kids they all tease,
Who have cuts in their knees
And whose sneakers are constantly wet.
Here's to the kids who are different,
The kids with a mischievous streak;
For when they have grown,
As history has shown,
It's their difference that
Makes them unique.

Author Unknown

Websites and Resources

Auditory Outreach: <http://www.auditoryoutreach.ca/>

BC Teacher's Federation: <http://www.bctf.ca/IssuesInEducation.aspx>

BC Family Hearing Resource Centre (BCFHRC): www.bcfamilyhearing.com

BC School for the Deaf: http://www.sd41.bc.ca/programs/school_for_the_deaf.htm

Canadian Association of Educators of the Deaf and Hard of Hearing BC (CAEDHH)
<http://caedhh-bc.ca/> and international = <http://www.caedhh.ca/>

Canadian Hard of Hearing Association (CHHA) – BC Parents Branch:
<http://www.CHHAparents.bc.ca>

Family Network for Deaf Children (FNDC): <http://www.fndc.ca/>

BC Hands and Voices: www.bchandsandvoices.com

Ministry of Education, BC:
<http://www.bced.gov.bc.ca/irp/> (**curriculum**)
<http://www.bced.gov.bc.ca/specialed/ppandg/toc.htm> (**special needs**)

Provincial Educational Review Committee for the Deaf:
<http://www.deafoutreachbc.ca/about/PERCD/index.htm>

Westcoast Association of Visual Language Interpreters: <http://www.wavli.com/>

Checklist for Professionals

Getting Ready for the Kindergarten Year for Local and Outreach Families

Month	What I need to do
<p>September/ October</p>	<ul style="list-style-type: none"> • Provide and review <u>Kindergarten Transition Package</u> with family • Encourage family to start thinking about what they want for their child when they go to school • Inform families about PEER group at the BCFHRC (give brochure) • If you think a child may be attending a Provincial Program – contact the outreach administrator and ask about application deadlines and PERCD meeting dates.
<p>November/ December</p>	<ul style="list-style-type: none"> • Talk about the sample letter to school from a parent • Work with parents to brainstorm strengths, supports, strategies etc that you can include in a letter of recommendation to the school district • Assist the family in completing the "Information About My Child" page • Begin completing the checklist of "People on Kindergarten Team" You will be collecting names over time with the family • Discuss school placement options with parents (ongoing conversation) • Inform all CSP'S that child will be transitioning this year (IDP, SCC, SLP, ECE, TDHH, AUD)
<p>January/ February</p>	<ul style="list-style-type: none"> • Remind parents to register child in neighborhood/catchment school • Complete and send district referral forms to school districts • Assist the family in understanding the people on their team • Contact the Provincial Outreach coordinator. Bring them on board with the team if need be. • Inform the audiologist of need for ATE/FM equipment • Begin assisting family in drafting a letter about their child's specific needs and supports required in an educational setting. • Ask parents if they have any questions about the transition process – review FAQ's with them • Tell families about PEER again and encourage attendance

Getting Ready for the Kindergarten Year for Local and Outreach Families

Month	What I need to do
<p>February/March</p>	<ul style="list-style-type: none"> • Review school placement options with parents • Accompany (if needed) parents to various school placement options and intake meetings • Encourage the family to ask pertinent questions (FAQ's) • Contact the Itinerant/HRT (<i>Hearing Resource Teacher</i>) • Know who is organizing the Kindergarten transition meeting and assist with coordination of all professional on that child's team attending • Talk about setting a date for transition meeting
<p>April/May/June</p>	<ul style="list-style-type: none"> • Invite Itinerant/HRT to observe child in ECE/daycare setting. • Set date for transition meeting • Discuss the roles of all team members with family so that they have an understanding of who is who and what they do. • PEER Group usually starts this month • Attend transition meeting • Telephone conference/webcam for outreach families (if cannot attend in person) • Provide family and school districts with a copy of child's final report if have not already done so.
<p>September of Child's Kindergarten Year</p>	<ul style="list-style-type: none"> • Offer to attend child's IEP meeting for support if you feel it is important • Check in with the family to see how transition is going and to answer any questions • Set up an exit interview time with the family and BCFHRC therapy staff